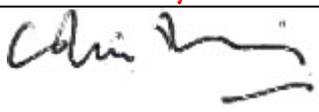




MOUNT HOUSE SCHOOL

SCHOOL POLICIES

CURRICULUM

Review	Date	By
Last Reviewed	August 2018	
Next Review	August 2019	

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Introduction

This policy supports the Mount House School *Teaching and Learning Policy*. Mount House is an inclusive school and, in a family atmosphere, builds up each pupil's awareness of their own personal worth. It accepts pupils of all religions and none, thus helping pupils to be tolerant of, and learn from, other cultures.

The driving principles behind our curriculum are the aims of the school; that pupils should become Adaptable, Supportive, Principled, Inquisitive, Resilient and Excellent in all respects. The curriculum promotes each learner's intellectual, personal, social and physical development. As well as lessons and co-curricular activities, it includes approaches to teaching, learning and assessment and the quality of relationships within the school. The curriculum reflects the changing nature of the school and is regularly under review.

Mount House aims to offer a broad and balanced curriculum which is broadly in line with the National Curriculum. It has a distinctive character derived from the strengths and traditions of the school and which reflects the school's ethos.

The educational vision and curriculum design recognises that:

- The world of 2025 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation.
- 18+ year olds will still be at an early stage of learning.

Regulatory Context

In accordance with national regulatory requirements, the School's curriculum provides the following: -

- Full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement (*Ref: SENDA Policy*) – an inclusive curriculum;
- A learning environment in which pupils acquire skills in speaking and listening, literacy, numeracy ICT, as well as social skills;
- Where a pupil has a statement, education which fulfils its requirements (*SENDA Policy*);
- Personal, health, social and economic education which reflects the school's aims and ethos (*Ref: PSHEE Policy*);
- Appropriate careers guidance for pupils receiving secondary education
- (*Ref: Careers and Education Guidance Policy & PSHCEE Policy*; DfE Guidance January 2018)

- Where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs; At 6th Form pupils follow A Level studies which are supplemented with Games, Careers Guidance, *Growing Foxes* and EPQ.
- Equal opportunities for all pupils to learn and make progress; (ref: to Equal Opportunities Policy and Inclusion).
- Effective preparation of pupils for the opportunities, responsibilities and experiences of adult life (*Ref: Mission Statement, SMSC Policies, PSHEE, Careers, Enrichment, ECAs*)

Introduction to the Curriculum

- The curriculum supports continuity of learning between Key Stages and respective academic years.
- The curriculum in Key Stages 3 to 5 broadly follows the National Curriculum, while retaining flexibility where appropriate.
- Each curriculum area and area of learning in Mount House is coordinated by a Head of Faculty. The Head of Faculty is responsible for maintaining an up to date policy document (see Appendix 1 for guidance) on departmental handbooks and development plan for their subject area including the knowledge, understanding and skills required and is directly responsible to the Deputy Head (Academic). Full details may be found in the job descriptions and Staff Handbook stored on K: drive/staff Library/Policies 2018-2019.
- The School sets its own standards for learning and progress, managed principally by respective Heads of Faculty. While the school is aware of national examination requirements and expectations, these do not determine the curriculum.
- Entry to all programmes of study is based upon academic suitability and appropriateness, regardless of gender, race, disability, religion or belief.
- Individual academic suitability is determined in the School, for most pupils, by the entrance examination.

Guiding Principles

The school aims to provide a broad and balanced curriculum. It strives to develop each individual to their full potential – valuing talents and responding to specific needs.

Mount House expects pupils to be the very best they can be. Mount House has a profound responsibility to treat each pupil as an individual in meeting all his or her academic, pastoral, and social needs and co-curricular interests as she or he progresses to university and adulthood. Our aim is that Mount House is a successful School, with an excellent record of GCSE and A level results. The School is equally concerned to foster the wide range of skills that help young pupils grow into capable adults with a sense of self-worth. Mount House supports pupils to strive for academic excellence within a clear framework of personalised pastoral care and well-being that brings success without stress.

At Mount House we seek to:

- Promote the spiritual, moral, aesthetic, physical, social and emotional development of to prepare each one for the responsibilities and experience of adult life
- Encourage the development of independent thought and self-discipline
- Provide opportunities for self-expression and creativity
- Provide opportunities for the development of their competence in information and communication technology and its application to other areas of learning;
- Offer a disciplined approach to learning, using a variety of teaching methods which address all learning needs enabling pupils to develop their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesis and synthesise To develop a positive attitude towards learning including the ability to demonstrate initiative and independence, willingness to work in collaboration and to develop their leadership skills and qualities.
- Offer a wide programme of co-curricular activities to promote further personal development and complement work undertaken in the classroom.
- Ensure that pupils develop skills in communication, speaking and listening, numeracy and literacy.
- Promote a healthy lifestyle; pupils know how to stay safe and understand that to be physically and mentally healthy, particularly in terms of diet, exercise and balanced lifestyle.
- Ensure that PSHEE is provided in accordance with the school's aims and ethos enabling pupils to develop their self-knowledge, self-confidence, resilience, adaptability, self-discipline, perseverance and an understanding of how to improve their own learning and performance
- Ensure that Religious Education is provided throughout each pupil's education enabling pupils to develop spiritually with an appreciation of the non-material aspects of life, an ability to distinguish right from wrong, respect for the systems of rules and laws with an acceptance of responsibility for their own behaviour, including towards others. Pupils learn to respect and value diversity within British Society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions.
- Provide appropriate careers and progression guidance for each key stage transition in order that pupils can make informed choices and an understanding that the decisions they make are important determinants of their own success and well-being
- Enjoy and be committed to learning and developing the skills to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum; contribute to the lives of others within the school , the local community and wider British Society.

Roles and Responsibilities

The Directors are responsible for setting and maintaining the principles underlying the school's policy, reviewing and endorsing agreed strategies through the Curriculum Committee.

The Principal and the School Leadership Team oversee the framing of an appropriate curriculum policy. A draft will be given to the Directors to be considered and approved after consultation with other stakeholders. All Faculties are expected to implement the Curriculum Policy in conjunction with the School's Mission Statement.

All teachers, whatever their status, subject or responsibilities, are expected to value the curriculum as a means of supporting the School's ethos. In a school such as Mount House, whose pupils reflect such a wide cultural diversity, the curriculum serves as a powerfully unifying factor.

Implementation

Mount House is a non-selective school. In Year 7, entry is by examination and interview with the examination primarily being used for guidance on ability and balance of classes. For those pupils who may from time to time experience learning difficulties and/or disabilities the school makes provision as necessary. A fully qualified and experienced Head of Inclusion is employed for this purpose. The school will determine the appropriate course of action in consultation with the parents of the child. Access arrangements for public examinations will be made for pupils with a medical or educational psychologist's report together with the necessary 'evidence of need'.

Relevant policies

Teaching and Learning
Careers Policy
SENDA Policy
Accessibility Policy
Educational Trips Policy
Equal Opportunities

Curriculum aims

The aims of the curriculum are to enable all pupils to develop;

- a sense of enquiry, the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning;
- knowledge and skills relevant to adult life and employment in a changing world;
- literacy, numeracy and competence in the use of information technology;
- their creativity, independence of thought, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievements, in school and beyond;
- self-confidence and a sense of self-worth;
- the skills of working independently and co-operatively with others;
- appropriate moral and spiritual values and tolerance of others, so that they value each individual and learn to live with others in an atmosphere of mutual respect;
- an awareness of their place in the community and opportunities for service to each other and the community.
- an awareness of their future role in British Society
- a growth mindset;
- and lead to qualifications that are of worth for employers and for entry to higher education

Curriculum principles

We are committed to the principles that all pupils:

- Have the right to the highest quality of education we can provide. This means that we seek to ensure:
 - breadth and balance for all; reflected in subjects offered at KS3 and variety of subjects at GCSE and A Level.
 - appropriate levels of expectation and genuine challenge;
 - relevance, continuity and progression in learning;
 - provision of courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our pupils.
- Should be enabled to achieve their full potential. This means that teachers expect all pupils to aim high and recognise achievement in these four major aspects:
 - The motivation and self-confidence to learn in spite of difficulty and failure;
 - Academic skills such as acquisition of knowledge and the ability to select from it and present it;
 - The capacity to apply knowledge through investigation and problem solving: personal and social skills including the capacity to communicate, cooperate and take the initiative.

- Are entitled to a curriculum that is accessible and personalised. This means that we have to find ways of ensuring that all pupils are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, whenever possible, pupils who are having difficulty or becoming demotivated are identified and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they may participate at the most appropriate level.

Expectations

Teachers are:

Expected actively to promote and seek to secure the curriculum aims and principles above and, in particular, to

- have high expectations of pupils;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, the curriculum is made accessible to pupils and they are given opportunities to succeed;
- deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity;
- provide work which meets their needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- catch up any missed lessons;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- track pupil progress;
- develop pupils' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work with other staff in a manner that builds upon the strong collegiate and creative ethos;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly informed about the progress and achievements of their children, and contribute to the yearly curriculum booklets;
- treat all members of the school community with respect.

Pupils will:

- be treated as partners in their learning, contributing to the design of the curriculum.
- have their individual needs addressed, both within the school and

extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.

- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5.

Parents will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

Curriculum structure

The school operates a 1 week and 40 period timetable with 8 periods per day (5 in the morning and 3 in the afternoon). Each period lasts 45 minutes.

The school produces a detailed annual curriculum analysis which includes staff deployment and curriculum plans for each year group. This analysis is distributed to the Directors and is reviewed by them.

Curriculum matters

Principles of teaching and learning

In order to achieve an effective and enjoyable learning experience for our pupils we need to ensure that they are actively involved and are able to organise themselves independently. We plan the curriculum so that it provides a framework in which active and independent learning can develop skills which, once acquired, provide a basis for lifelong learning. This aim is also reflected in teaching styles and classroom organisation.

We believe that learners are entitled to a differentiated curriculum which meets their learning needs and builds on their existing knowledge, experience, concepts and skills. To deliver a differentiated curriculum – that is one suited to the needs of individuals – staff recognise that in any of their teaching groups, learners:

- acquire competence and understanding in different ways;
- have different speeds of learning;
- are at different stages of self-confidence;

- have varying competency in literacy and numeracy;
- have different degrees of motivation, interest in, and commitment to learning;
- vary in terms of their manual and physical dexterity and control.

In planning work to support the learning, staff ensure that;

- aims and objectives are shared with learners so that they know what is expected of them.
- learners are offered explicit assessment of their work with diagnostic comment and accurate record keeping. There should be a clear expectation that learners will present their work well and complete it on time.
- tasks are suitable and demanding for everyone with appropriate extension work not merely repetition. There should be opportunities to develop academic, practical and personal and social skills. Copying from the board should be restricted but does not exclude write-up of notes.
- assignments, homework and self-supported study are used to encourage independent learning at every stage.
- resources for flexible and independent learning are available in a well organised and accessible format;
- time is allocated for improvement of homework or classwork following feedback from the teacher.

The groupings in which learning activities take place should vary. Learners should experience working as individuals, in pairs, in small groups, whole classes, whole year groups or even larger groups and mixed age groups. How pupils are selected for particular groups should be clearly communicated.

To take account of these differences and the range of ability in any class, all staff have a responsibility when planning work, to meet the needs of all pupils. This will involve, at different times; adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

Our policy on assessment, recording and reporting recognises that formative assessment is very important to the management of learning in terms of responding to individual needs. This policy relates to the aims and objectives of the whole curriculum, its planning and delivery and the process by which we track pupil progress. It also supports consistent practice in every department.

The learning environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulating materials and appropriate resources are very important in setting high standards and raising expectations. All departments are expected to provide good displays in their areas and contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly

environments where pupils can work effectively and in comfort, that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops, labs and the LRC with respect.

Schemes of work and lesson planning

Each department is required to have schemes of work for all of its courses and programmes related, where appropriate, to the national curriculum or examination board regulations; every member of staff must be familiar with and follow the examination **rubrics**. These schemes of work are followed by all departmental staff and their delivery monitored by Heads of Faculty. Schemes of work set out how the content of the course is structured so that pupils' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by formative and summative assessment strategies and methods for ensuring standardisation of expectations. Departments also follow the school marking policy. Within the schemes of work framework teachers plan individual lessons, or sequences of lessons, in different ways.

The school does not prescribe a single method for short-term or long-term planning. It expects such planning to take place and in sufficient detail to ensure that pupils achieve high standards and fulfil their potential.

Cross-curricular links

We recognise the value of cross-curricular links and conduct an annual audit of each department. We actively encourage cross-curricular links through cross-curricular days when the timetable remains unchanged, but the focus for all lessons is based on one academic subject. Feedback and review take place at Curriculum meetings.

Homework

We recognise the importance and value of homework as an extension of classwork and a vehicle to practice skills, acquire new ones and develop good study habits. It is also a very important means by which pupils can communicate their knowledge, skills and understanding of a subject with their teacher and it sets up a good partnership with parents by encouraging parents and pupils to collaborate and learn together. Homework promotes the need to take personal responsibility for good organisation, timekeeping and commitment to a set task when working alone.

Homework is set in every year according to the homework timetables published by the Timetabler at the beginning of each academic year. Setting of homework is monitored by the Heads of Faculty and the Head of House. Recording, collection and marking are organised departmentally. Homework can take a variety of forms, including written work, research, reading, planning and evaluating as well as revision for tests.

Full details can be found in the *Homework Policy*.

Special Education Needs

The role of the Inclusion Manager is to support the right which all pupils have to access the curriculum, regardless of their ability. Pupils with special educational needs are encouraged to become independent and take responsibility within the school.

The school co-ordinates the identification of provision for pupils with special educational needs and the advice of specialists is taken at all stages.

Access to the full curriculum of the school, including the national curriculum, is achieved by careful differentiation of classwork for the subject learner. Through careful planning, the teacher will define what the pupil is expected to learn. Once the learning objective is defined, a subject teacher can seek advice from the Inclusion Manager on strategies which might be used to help a pupil achieve the learning objectives. It is the responsibility of the subject teacher to assess whether the objective has been achieved. Schemes of work take account of the need for teachers to plan individual programmes of appropriate content and pace, using a variety of teaching methods and materials.

All those who teach pupils with special educational needs are informed of their needs by the Inclusion Manager. The Inclusion Manager will ensure that all who are likely to come into contact with the pupil are updated regularly with appropriate information. Where pupils have a very specific problem, a meeting will be convened of all subject teachers concerned, to disseminate available information.

Talented pupils

A number of pupils display special talents, skills, expertise and understanding in particular areas. These include levels of ability both in subject disciplines and in activities beyond the curriculum – sporting prowess, artistic flair and musical excellence, for example. It is the responsibility of all staff to identify such pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, discussion groups, interest and support groups, and co-curricular activities. The school's Inclusion Manager will advise on a programme of additional activities such as attendance at lectures and conferences, opportunities to participate with external groups in special projects, extension classes and visits from practicing vocational professionals; this then falls within the remit of individual departments. Especially high standards are recognised through display, assemblies, Pupil of the Week Certificates and at Prize-Giving.

English as an Additional Language

There are some pupils at Mount House School for whom English is an additional language. Provision exists for the delivery of EAL to these pupils. This subject is delivered through the English department and is monitored by the Learning Support Department.

Examinations

It is expected that all pupils who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to controlled assessment tasks, attendance or other criteria. Departments are expected to identify, at an early stage, pupils who are in danger of failing to meet these requirements, so that they can be supported, guided and encouraged. To this end tutors as learning managers work with pupils at all key stages.

Decisions about entry are made after careful consultation between pupils, staff and parents/carers.

The following rules apply to specific year groups:

- GCSEs will be taken at the end of their Year 11. It is however possible that high achieving pupils might be entered for mathematics or language subjects at the end of Year 10. This would then require extension work prior to entering the 6th form – eg further mathematics GCSE.
- Lower 6th form pupils wishing to retake Year 11 modules are permitted to do so only following an interview with the Head.
- A level courses will be linear and therefore examined at the end of the 2 year course

Spiritual, moral, social and cultural development

The SMSC programme at Mount House actively promotes Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Principles are actively promoted to develop pupils' self-knowledge, self-esteem, self-confidence.

Spiritual development is accomplished in a variety of ways. Religious education lessons actively encourage pupils to examine the nature of religion, its beliefs and practices. Pupils are encouraged to reflect upon their own attitudes and values, in both religious education lessons and other lessons. In some subjects, notably perhaps Art, Drama, Music, Humanities and English, pupils explore their feelings and responses to wider issues and beliefs. Many lessons and co-curricular experience allow pupils to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral development is promoted through the tutorial programme (including praise and reward and public acknowledgements at assemblies), through consistent application of the code of conduct and by positive reinforcement of good behaviour. The ethos and practices of the school encourage pupils to learn to distinguish between right and wrong and respect the civil and criminal law of England. We seek to promote good relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses issues such as responsibility for behaviour, how to show initiative and to understand how they can contribute positively to the lives of those living and working in the locality and wider British society.

Social development is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. The programme develops knowledge and respect for public institutions and services in England. Pupils have extensive opportunities to take responsibility through activities such as school council, working groups (e.g. the Green Club), charity work, buddying scheme (e.g. Guardians).

Cultural development is encouraged both within lessons and through a very wide variety of co-curricular activities such as music, sport, drama performances, talent shows, art exhibitions and visits from theatre groups. Further tolerance and harmony is achieved by developing appreciation and respect for own and other cultures. In addition, an understanding of the importance of identifying and combatting discrimination as well as an understanding that the freedom to hold other faiths and beliefs is protected in law. An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. Respect for other people, respect for democracy and support for democratic process/law and an understanding of how citizens can influence decision-making through the democratic process is included.

An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety as well as an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

All children receive a rich provision of classroom and co-curricular activities that develop a range of character attributes. **A list of co-curricular activities currently on offer is available on the school website.**

Pupils also take part in a wide range of visits and trips to museums, galleries, theatres and foreign journeys. The range of cultures represented in the school is valued and celebrated.

Schemes of work taught reflect prohibition of political indoctrination as well as a balanced presentation of opposing views – precludes the promotion of partisan/one-sided views. The programme reflects the nature of the world we live with balanced presentation of views. Encourages respect for others with particular regard to protected characteristics under Equality Act 2010 – (age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation)

Personal, Social, Health, and Economic Education

Personal and Social education is an integral part of the philosophy and ethos of the school. Across the whole curriculum, we aim to develop pupils' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in British Society. PSHCEE is delivered through the curriculum reflecting the school's belief that developing active, engaged citizens is an ongoing process rather than something achieved in a standalone lesson. Many aspects of the school and its work contribute to personal and social education, notably the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many co-curricular activities in sport, drama, music and our very wide range of day trips and residential school journeys.

The PSHEE curriculum contributes to a number of cross curricular areas including personal organisation and study skills, health education (including drugs education, sex and relationships education and personal safety), citizenship, environmental education, careers advice and guidance. The PSHEE curriculum is mostly taught by subject teachers, supported by specialist staff, outside speakers and theatre groups. This programme is co-ordinated and supported by the Deputy Head (Academic) together with the PSHEE coordinator. Form time, assemblies, resources such as The Day and school elections are key to the effective delivery of PSHEE.

Sex education at the Mount House School is seen in the context of the School's mission to provide a Christian framework in which children may grow in their understanding and practice of the faith. Through the programme: -

- Pupils will be encouraged to appreciate the values of a stable and loving family life, and to consider carefully the responsibilities of parenthood and the nurture of children.
- Pupils will be given clear and factual information about the processes of biological development and the functions of the human body.
- Pupils will be given clear guidelines regarding the implications of emotional development.
- Pupils will be helped to reflect upon the importance of self-restraint, dignity, self-respect, respect for others, sensitivity, loyalty, fidelity, love and care.
- Pupils will be helped to develop a sense of responsibility and an understanding that both sexes must behave responsibly.
- Pupils will be enabled to understand the physical, emotional and moral implications of certain types of behavior, and to assess the risk involved in such behavior.

Relationships and sex education is delivered through Religious Education, Science, Geography and PSHCEE. The subject policy documents contain an audit of where the programme is delivered.

Work related curriculum

The school appreciates that an effective work-related programme lies at the centre of the educational experience required by all pupils. To this end we have devised a programme that seeks to raise aspirations and help all /pupils achieve their potential. We are aware that the changing nature of work requires special skills on the part of our pupils. As adults, they will need to be able to adapt to changing patterns of employment, operate in a climate of competition and be willing to develop new knowledge, skills and competences throughout their working life.

Through a structured and progressive programme of learning, we expect pupils to develop an understanding of the demands and challenges of the workplace, the rewards and satisfaction work can bring, the rights and responsibilities of employers and employees, and knowledge of the requirements of employers and educational institutions as sources of information and guidance. We also expect them to develop relevant skills, including research, problem-solving and decision making, presentational and communication skills, planning and self-management strategies and the confidence needed to operate in the employment market place.

The programme operates throughout all years and its principal features include:

- awareness –raising of changing work patterns
- personal strengths analysis
- job application and interview skills
- research skills – for independent learning
- action planning for further/higher education
- Extended Project Qualification
- information and guidance about post-16 and post-school education and career routes
- work experience and work shadowing
- various events such as the Chocolate Enterprise day in Year 9, options choices evening in Year 9, and a
- careers fair in Year 10
- departmental guidance on career routes at the start of exam courses.

The work-related programme is managed by the Careers Leader and taught by visiting specialists and form tutors. We have effective links with Inspiring Futures (the independent schools careers organisation), and personal advisors work closely with pupils in Key Stage 4. The 6th form has a regular programme of visiting speakers from a wide range of employment areas in their Careers programme.

Co-Curricular Activities

As a school, interested in educating the whole person, Mount House offers a varied programme of activities that take place in addition to the formal curriculum. These opportunities are usually provided in the lunch break to ensure their accessibility to all the pupils. All pupils are expected, in consultation with their tutor to take part in such activities. Our co-curricular policy frames the guiding principles behind our provision.

Heads of Faculty/ Department / PSHEE Co-ordinator/Careers Leader

Heads of Faculty (together with the PSHEE Co-ordinator and the Careers Leader in relation to the PSHEE and Careers curriculum) are responsible for effective curriculum provision, including appropriate schemes of work, the necessary resources to support them and the maintenance of appropriate standards. They are responsible for identifying, with the guidance from the Deputy Head (Academic), appropriate in-service training for staff to improve the quality of provision in the classroom. They are expected to monitor the quality of teaching in the department, and to take steps to improve weaknesses after discussion with their line manager.

Heads of Faculty have a crucial role in quality assurance in relation to the curriculum and its delivery. They are expected to monitor pupils' standards of achievement and develop strategies to improve them. Heads of Faculty sample teachers' assessments and pupils' work through the whole school work sampling programme. They are expected to ensure common standards and expectations and to lead the department's work in standardising assessments.

The Curriculum Group meets approximately twice a term to consider (amongst other items) matters concerning curriculum and assessment regarding: planning, monitoring and reviewing, responding to school and external developments and sharing experience and practice. Where possible Heads of Faculty are consulted on whole school issues such as changes to the school day, alterations to the curriculum structure, assessment procedures and policies. Any member of the staff wishing to attend the Curriculum meetings is welcome to do so. Suggestions for agenda items are to be emailed to the Deputy Head (Academic) one week before the meeting.

Line Management system to monitor the work of subject areas

All Faculties and Departments (along with other aspects of the school's work) are line managed by the Deputy Head (Academic); their role comprises supporting, helping, informing and advising on the one hand, and quality assurance on the other.

Foci for the discussions during the year typically include:

- reviewing examination results;
- progress on achieving improvement plan targets;
- curriculum planning and development;
- examinations and specifications;
- the development of schemes of work;
- assessment and homework;
- budget and use of resources;
- staffing and INSET;
- pupil progress and target setting.

Heads of Faculty / Departments meet with the Directors once a year to report back on their area of responsibility.

Appendix 1

Guidance on Departmental Handbooks

Each department is to have a departmental handbook including at least the following items:

- 1. WELCOME AND INTRODUCTION**
- 2. THE DEPARTMENT**
 - a. Departmental Aims and Objectives
 - b. Supporting the ethos of Mount House
 - c. Departmental Development Plan
 - d. Departmental structure
 - e. Job descriptions
 - f. Accommodation
 - g. Departmental timetables
 - h. Staff Development Policy
 - i. Monitoring Policy
 - j. Communication
- 3. CURRICULUM**
 - Course organisation:
 - Key stage 3 – Year 7 to Year 9
 - Key stage 4 – Year 10 and Year 11
 - Key Stage 5 – L6th and U6th
 - Schemes of work:
 - Annual overview
 - Detailed schemes of work for each year group
 - Homework policy
 - Stock Procedures / Resources
 - Educational visits
 - Co-curricular activities
 - Cross-curricular-links
 - Cover
 - Health and Safety
- 4. TEACHING AND LEARNING**
 - Differentiation Policy
 - Gifted and Talented
 - EAL
 - Equal Opportunities
 - ICT
 - Assessment
 - Teaching and Learning policy
 - Raising standards and improving performance
 - Display Policy

The departmental handbook is to be made available to all new staff as soon as they are appointed and must be saved on the Staff Library K:\2018-2019\Curriculum\ALL HANDBOOKS_2018-2019. A paper copy must also be given to the Deputy Head (Academic) as published in the Group Calendar. Departmental handbooks must be reviewed annually.

Mathematics	Mathematics	✓	✓	✓	✓*	✓*	✓	✓
	Further Maths						✓	✓
Science and Sport	Science	✓	✓	✓	✓*	✓*	✓	✓
	Biology						✓	✓
	Chemistry						✓	✓
	Physics						✓	✓
	Psychology						✓	✓
	Games	✓	✓	✓	✓	✓	✓	✓
	PE				✓	✓	✓	✓

All teaching is mixed-ability unless indicated by a *.

Key stage 4: Year 10 and Year 11: pupils take GCSE courses from a choice within a common core, and then make three further choices from a list of about twelve options. A support option is offered to pupils who are following a GCSE curriculum but for whom eleven subjects would be too demanding; these pupils can reduce their overall package of subjects and receive an individual plan from the Inclusion Manager.

Key Stage 5: Lower Sixth and Upper Sixth: Mount House offers an academic curriculum in the sixth form. Optional enrichment studies are a significant feature of the sixth form and are designed to broaden all pupils' post-16 experience.